| **Student Name:** Josephine She |
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| **Motion:** This house would introduce a salary cap for professional sportspeople |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  I really like the rhetoric of changing a game of sports into a game of money!   * On delivery, we can work on speech fluidity for an even greater impact.   Good explanation of the problem that overpaying the athletes at the top is the reason why athletes at the bottom do not get fair wages!   * However, Opp has challenged whether this problem even exists, so try to reinforce how poorly athletes are being paid. * Opp has also argued that athletes that are under-rated will still be underpaid in your world. So can we clarify precisely how your model works in redistributing the excess salary?   We need to hear clear engagement with Opp’s arguments:   * Opp says the high pay incentivises competitiveness at the highest level. * Opp also argues that it attracts fresh talent into the field.   + This point directly clashes with yours, so we can be more comparative here.     - Did we even need this much money to attract athletes?     - Contrast it to your point on hardworking athletes being severely underpaid and mistreated for so long that it pushes them into leaving the world of sports.   I like the benefits that you’re setting up in your argument, however, we need to set out the problem statements first.   * To ensure good-looking athletes are not overpaid, was there a severe problem of favouritism to begin with? Why is this the case? * We are missing the impact statements. Spend more time explaining why it is important for athletes to receive fair compensation for their labour.   On improving the lives of athletes, we need to nuance the importance of this to athletes in particular.   * Explain first why many athletes are structurally underpaid. * We should analyse that athletes often have short-lived careers, so fair compensation is incredibly important because they cannot work in the field for very long.   5.56 | | | | | | |